

Burlington High School

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2017 Wisconsin School Counseling Program Accountability Report

A continuous improvement document sponsored by the Wisconsin School Counselor Association

School Counselors: Chris Bornhuetter Leah Jagodzinski Jennifer Reuchlen Karl Richter

Grade Levels: 9-12

Enrollment: 1085



Principal's Comments

In an effort to produce "College and Career" ready graduates, I am blessed to have a School Counseling Program (SCP) and team of school counselors that are passionate to produce students who are ready for life after high school. The professional collaboration among our school counselors, teaching staff, and administration has allowed the comprehensive school counseling model and our school's Advisory period to increase student awareness about post-secondary options and plans.

An excellent example of our SCP impact is that our junior class has increased their awareness, compared to previous years, of the steps needed to achieve career goals. This happened because our SCP, through the comprehensive school counseling model, utilized the junior year Academic and Career Planning (ACP) conference to meet individually with each student and parent. The in-depth meeting helped formalize the students' action plans and the requirements for entry to their chosen pathway, whether that be post-secondary education, the armed forces, apprenticeships, and/or the workforce. Not all students enter Burlington High School with the same skills, both soft and academic, to be successful, and the school counselors reach all students. Results of an assessment prior to and following the conference showed an increase of 128% in students that can identify specific steps needed to achieve their career goal.

Another success of our SCP focused on the social/emotional health of our students, specifically helping them to recognize the signs and symptoms of depression and suicide, all of which contributes to a safe school climate. The counselors deliver Freshman Decision Making curriculum to our ninth graders, covering healthy decision making and coping strategies. During the emotional health unit, students are taught risk factors and warning signs of depression and suicide, and they identify means of reducing stress and increasing positive self-worth. Results of the Freshman Decision Making pre- and post-assessment reflected a 15% increase in students who feel strongly that they are able to recognize the signs and symptoms of a student in distress.

Our culture of college and career awareness and healthy decision making for ALL students is the direct result of the value that is placed on the Wisconsin Comprehensive School Counseling Model (WCSM) standards and the American School Counselor Association (ASCA) national standards. I look forward to seeing our SCP team's progress towards this year's goals of increasing our at-risk freshman attendance rate and better tracking the sophomores who may end up credit deficient. I highly endorse my SCP and team of school counselors as they continue to work with our number one clients, the students of Burlington High School.

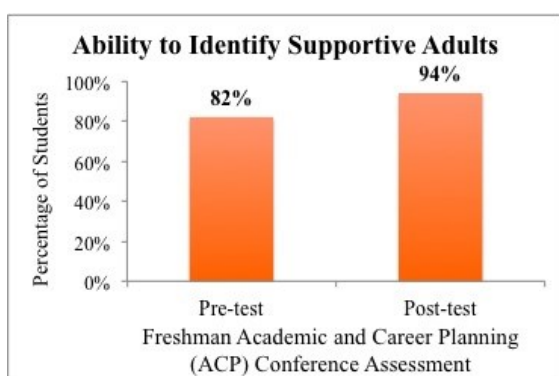


School Climate and Safety

The SCP plays a vital role in helping establish and maintain a positive school environment and directly impacts school climate and safety. School counselors communicate regularly with administration about issues that may impact the school environment.

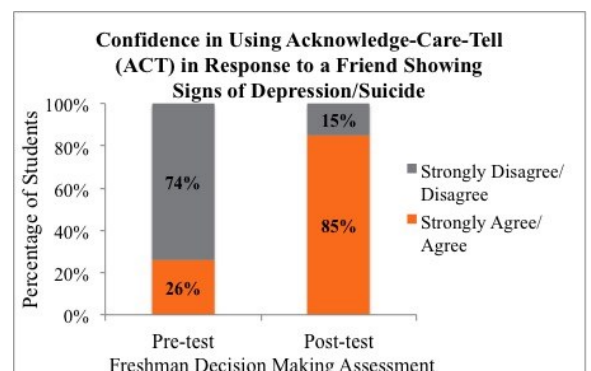
When fostering a safe environment, school needs to be a place at which students can reach out for help when needed, and the SCP instructs students on what to do when there is concern for a student's safety. School counselors implement Freshman Decision Making (FDM) curriculum to all 9th grade students, with one specific focus on the Signs of Symptoms (SOS) curriculum. Students are educated on the symptoms of depression and/or suicide and the use of Acknowledge-Care-Tell (ACT) when confronted with a possible suicide situation or self-harming behaviors. The ability for students to discern situations requiring adult help and to seek out that assistance is integral to the ACT process. As a result of the SOS lesson, our pre-and post-test reflect an increase of 227% of students who strongly agree/agree that they feel confident in knowing how to use ACT in response to a friend who is showing signs of depression/suicide. This illustrates an increase in the number of students who contribute to a positive school climate (Chart 1).

Chart 2



The SCP team regularly implements programs and activities which increase student connectedness to school. Supportive adult relationships and a caring, encouraging school environment are essential to students' success in school and the post-secondary society. During individual Academic and Career Planning (ACP) conferences with freshmen and parents, the school counselors provide information regarding numerous adult resources available to provide support, and students are challenged with the task of identifying their "go-to" sources of help in the classroom, in extracurricular activities, at work, and at home. Results of our freshman Academic and Career Planning Conference pre- and post-test reflect a 15% increase in the number of students who agree that they are able to identify "three adults that can help me" (Chart 2).

Chart 1





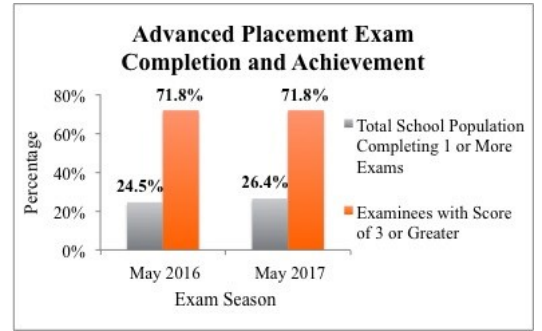
Student Results

Data is an essential component in how the SCP team develops, improves, and evaluates student results. Specific standards for student achievement are taken from the ASCA Mindsets & Behaviors for Student Success and from the WCSCM. The SCP ensures that students show improvement in the academic, career, and social/emotional domains.

Academic: ASCA M 5 Belief in using abilities to their fullest to achieve high-quality results and outcomes. B-LS 8 Actively engage in challenging coursework. WCSCM B.2 Apply knowledge in establishing and achieving academic goals. B.12.2.3 Demonstrate the ability to establish challenging academic goals in high school.

To encourage participation in Advanced Placement (AP) courses, the SCP works in coordination with AP teachers and administration to provide students and parents with information to make informed choices regarding AP course enrollment. School counselors conduct individual Academic Career Planning (ACP) conferences with each student. During these conferences, individual ACPs are developed and reviewed, academic goals are devised, and time is allowed for discussion of AP courses and verification of course prerequisites. In addition, the SCP organizes a June Parent/Student AP Night, during which parents and students are invited to meet with prospective AP teachers to receive an explanation of the course, course syllabi, and a description of BHS's AP program. As a result of these efforts, the number of AP exams taken from 2016 to 2017 increased 21.3%, with a 7.8% increase in the total student population completing one or more AP exams. Furthermore, the percentage of students earning a 3 or better on their AP exam has remained consistent at 71.8%, even with the increase in exams taken (Chart 1).

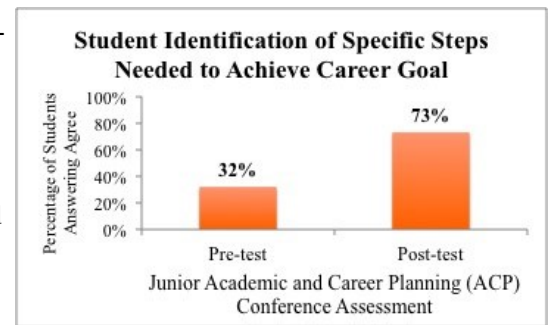
Chart 1



Career: ASCA M 4 Understanding that post-secondary education and life-long learning are necessary for long-term career success. B-LS 7 Identify long- and short-term academic, career, and social/emotional goals. WCSCM H.1 Attain educational achievement and performance levels needed to reach personal and career goals. H.12.1.1 Review and revise an individual learning plan to enhance educational achievement and attain career goals.

School counselors conduct Academic and Career Planning (ACP) conferences individually with juniors and their parents, with the main objectives being to monitor progress towards graduation and to formalize action plans related to a post-secondary career goal. In-depth discussions center on requirements for entry to higher educational institutions, branches of the military, apprenticeships, and/or the workforce, as well as exploring activities and experiences to build current skill sets and enhance the resume. Juniors not only identify what they want to do after high school but also what they need to accomplish prior to graduation to ensure success in that goal. Results of a pre- and post-test indicated an increase of 128% of students that could identify the specific steps needed to achieve their career goal following the conference (Chart 2).

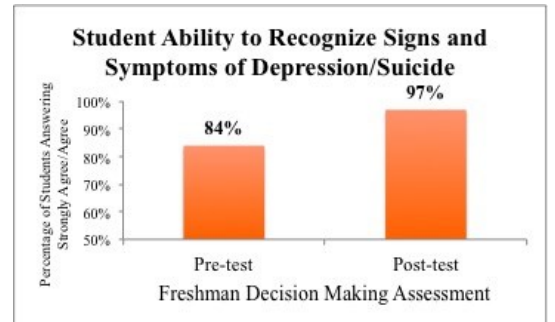
Chart 2



Social/Emotional: ASCA M 1 Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being. B-SMS 9 Demonstrate personal safety skills. WCSCM F.1 Acquire and demonstrate self-management and responsibility for health-promoting behavior. F.12.1.2 Develop and use positive coping skills to manage significant life events.

Freshman Decision Making curriculum is delivered by the school counselors to all 9th grade students to encourage healthy decision-making skills and coping strategies. Through lessons on emotional health, the school counselors instruct students on the signs and symptoms of depression and suicide, and students formulate individual lists of stress relievers and positive self-talk statements. Results of a pre- and post-test reflect a 15% increase in the number of students who strongly agree/agree that they are "able to recognize the signs and symptoms of depression and suicide" (Chart 3).

Chart 3



School Counseling Program Goals

The BHS school counselors are strongly committed to using data to continuously improve the School Counseling Program to best meet the needs of students and families while implementing ASCA and WCSCM standards.

Program Goal One: By the end of the 2017-18 school year, the attendance rate for the at-risk 9th grade student population will increase to 90%.

Explanation of Baseline Closing the Gap Data: The overall attendance rate for all grade level students in the 2017-18 school year is currently 94.9%. When looking at data from the Dropout Early Warning System (DEWS), our at-risk freshman students had an average attendance rate of 86.6% (Chart 1).

Action Plan: Throughout the 2017-18 school year, school counselors will target the identified group of students through Individual Planning Conferences, individual check-ins, and small groups focused on school engagement and connectedness. School Counselors will use these activities to help identified students plan, monitor, and manage their own learning as well as to enhance their academic, career, and social/emotional development.

Chart 1

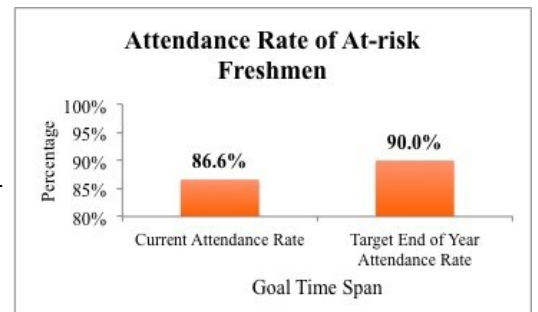
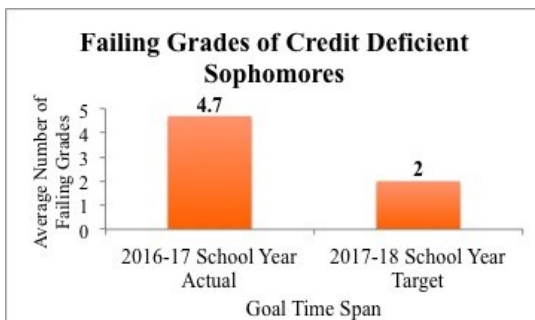


Chart 2



Program Goal Two: By the end of the 2017-18 school year, the average number of failing grades per credit deficient sophomore will decrease to an average of two.

Explanation of Baseline Closing the Gap Data: Upon review of final grades from the 2016-17 school year, 39 current sophomores earned a failing grade. Of these 39 students, 22 failed two or more classes, causing them to be credit deficient. On average, the credit deficient sophomores failed 4.7 classes their freshman year, far more than their peers (Chart 2).

Action Plan: Throughout the 2017-18 school year, school counselors will target the identified group of students through small groups focused on academic skills and organization, enrollment in after school study support, and individual check-ins with school counselors. School Counselors will use these activities to help identified students plan, monitor, and manage their own learning as well as to enhance their academic, career, and social/emotional development.